



Utah CCGP---Guidance Activities Results Report (Large Group) 2007-2008

School Name: Wasatch High School

ABSTRACT

We chose this project to increase our schools average cumulative ACT score as well as our school average scores in English, Math, Science and Reading. Our goal as a school is to prepare our students for post high school education. ACT scores are used for admission into colleges, for scholarships and for class placement. By increasing our students' scores on this test we can improve their chances of success in post high school education. This project will take the cooperation of everyone in the school; teachers, administrators, counselors etc. Beginning the 2007-2008 school year we have built in collaboration time on Wednesday afternoons. We are using some of this time to work with the English, Math and Science departments to include ACT preparation lessons as part of their curriculum. All students take the EXPLORE test in the 9th grade, the PLAN test in the 10th grade and the ASVAB test in the 11th grade. These tests are discussed with the students and parents in SEOP meetings with counselors. ACT explanations and score predictions based on those tests are discussed. We will offer an ACT prep class before school in March to help prepare students planning on taking the test in April. Counselors will go into 12th grade English classes at the beginning of the year and into 11th grade English classes in the spring to discuss the importance of the ACT test and inform students of opportunities available to help them prepare for the test. Counselors will be available throughout the year to answer questions and help students with ACT preparation or registration.

PROJECT DESCRIPTION

Introduction:

- Literacy, Numeracy and Critical Thinking
- Goal Setting and future planning
- High Expectations

Participants:

- Approximately 200 students taking the ACT test. 70 to 80% of our graduating class currently takes the ACT.

Method:

- Students will receive ACT prep lessons in their English, Math and Science classes.
- We will offer an ACT prep class before school in March.
- All students take the EXPLORE test in the 9th grade, the PLAN test in the 10th grade and the ASVAB test in the 11th grade. These tests are discussed with the students and parents in SEOP meetings with counselors. ACT explanations and score predictions based on those tests are discussed. Academic Rigor is stressed for increasing predicted ACT scores and preparing for post high school training.
- Counselors will go into 12th grade English classes at the beginning of the year and into 11th grade English classes in the spring to discuss the importance of the ACT test and inform students of opportunities available to help them prepare for the test.
- Counselors will be available throughout the year to answer questions and help students with ACT preparation or registration.

- This process began at the start of school for the 2007-2008 school year will continue through the year.
- We will compare the school average cumulative ACT score, as well as the average English, Math, Science and Reading scores, for the 2007-2008 school year with those scores from the 2006-2007 school year.
- Beginning with the 2007-08 school year all math placement beyond Intermediate Algebra will be based on ACT math scores.
- Larry Huntington, Lori Hendry and Stephanie Clark

RESULTS

We need to have ACT's high school year end reports to compile our data for this project. The ACT testing cycle ends on June 14th so those reports are typically sent out mid-August. I will re-submit this data project with our results and discussion at that time.

DISCUSSION



Utah CCGP-Closing the Gap Results (Small Group) 2007-2008

School Name: Wasatch High School

Target Group: All 12th grade students

Target Group selection is based upon: Grade – all 12th grade students

ABSTRACT

This project is to increase the number of seniors receiving scholarships. This project takes the help of everyone in the building as well as help from the community. Administration, counselors, teachers, office personnel and the Wasatch Foundation will work together to help students. The counselors will conduct senior interviews with every senior early on in the year to discuss goals for the future and to help them make decisions about careers and college. Scholarship information will be given to students at this time depending on the student's goals. As the year progresses counselors will be available to discuss scholarships more in depth with students as needed. A scholarship list with any information about scholarship searches and any new scholarships we learn about will be developed monthly and counselors will take this list to senior English classes each month. The Wasatch Foundation guarantees a scholarship to any student who can show proof that they apply for 20 scholarships.

PROJECT DESCRIPTION

Introduction:

- Literacy, Numeracy and Critical Thinking
- Goal Setting and future planning
- High Expectations

Participants:

- Approximately 300 students - the entire 12th grade class will be involved in the project. Every senior will meet individually with their counselor at least once and most will meet with their counselor multiple times throughout the year. Counselors will be in all senior English classes monthly.
- Increase the number of senior students receiving all scholarships
- Increase the number of senior students receiving outside scholarships (before the Foundation Scholarships)
- Increase the number of senior students applying for 20 or more scholarships

Method:

- Counselors will meet individually with each senior for a senior interview by the end of October. Discuss goals for the future, career choices, college choices and scholarships.
- Wasatch Foundation will offer a guaranteed \$1,000 scholarship to any student that applies for 20 or more scholarships.
- Office personnel will compile a monthly list of current scholarships and web sites for scholarship searches. Applications for those scholarships are available in the counseling office.
- Counselors will go into senior English classes monthly to share the scholarship list and discuss how to use searches and notify of opportunities such as the Wasatch Foundation's scholarship guarantee.

- Project began at the beginning of the 2007-2008 school year and will continue throughout the year.
- We will compare the number of total scholarships received in the 2007-2008 school year with those received in the 2006-2007 and 2005-2006 school years.
- We will compare the number of scholarships before Foundation Scholarships received in the 2007-2008 school year with those received in the 2006-2007 and 2005-2006 school years.
- We will compare the number of students applying for 20 or more scholarships in the 2007-2008 school year with those from the 2006-2007 school year.
- Larry Huntington, Lori Hendry and Stephanie Clark

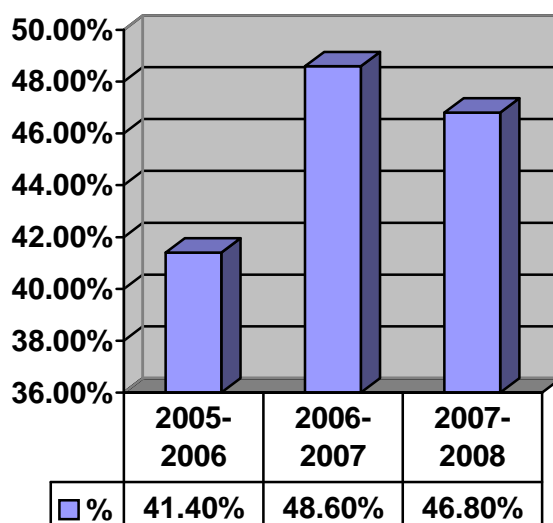
RESULTS

The total number of scholarships awarded to 2007-2008 seniors was 125 out of 267 students equaling 46.8% of Wasatch High School graduating seniors receiving at least one scholarship. The total amount of scholarships awarded to 2006-2007 seniors was 126 out of 259 students receiving at least one scholarship totaling 48.6%. This is a slight decrease of 1.8%. The total amount of scholarships awarded to 2005-2006 seniors was 118 out of 285 students receiving at least one scholarship totaling 41.4% of the graduating seniors.

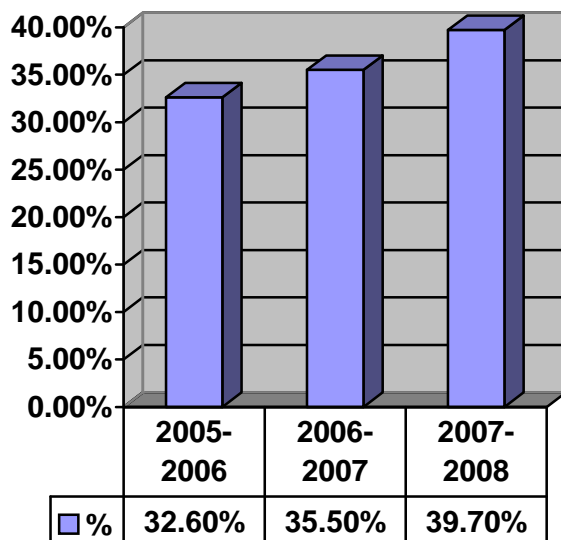
The total number of scholarships awarded to 2007-2008 seniors before the foundation scholarships was 106 out of 267 students equaling 39.7% of Wasatch High School graduating seniors receiving scholarships before the foundation (19 students would not have received a scholarship without the foundation). The total number of scholarships awarded to 2006-2007 seniors before the foundation scholarships was 92 out of 259 students equaling 35.5% of Wasatch High School graduating seniors receiving scholarships before the foundation (34 students would not have received a scholarship without the foundation). This is an increase of 4.2%. The total number of scholarships awarded to 2005-2006 seniors before the foundation was 93 out of 285 students equaling 32.6% of Wasatch High School graduating seniors receiving scholarships before the foundation (25 students would not have received a scholarship without the foundation).

The number of students who applied for 20 scholarships and received the foundation's guaranteed scholarship of \$1,000 in 2007-2008 was 40, all but 2 received several other scholarships. The number of students who applied for 20 scholarships and received the foundation's guaranteed scholarship in 2006-2007 was 3, all received several other scholarships. This is an increase of 37. The number of students who applied for 20 scholarships and received the foundation's guaranteed scholarship in 2005-2006 was 1.

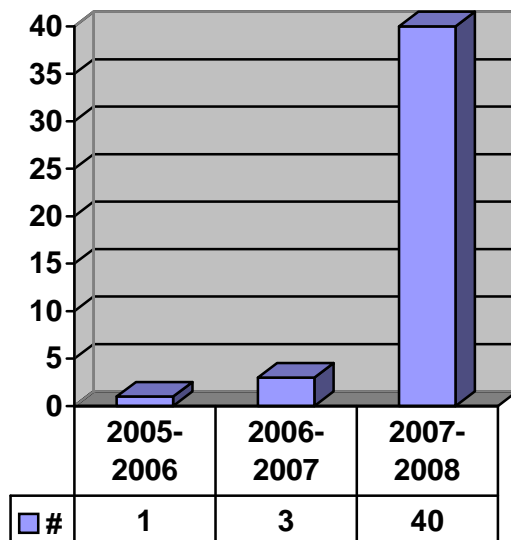
Percent of Graduating Seniors receiving at least one scholarship



Percent of Graduating Seniors receiving at least one scholarship before Foundation



Number of Students applying for 20 Scholarships



DISCUSSION

Even though we did not see an increase in total scholarships this year we did see an increase in the number of scholarships awarded before the foundation scholarships. We feel like the extra time spent with our senior's is worth the effort. It does take quite a bit of time to meet individually with every senior and to get into the classrooms every month with updated scholarship information but the result not only in scholarships but also in our ability to work with students to help them with their choices of colleges and career areas is worthwhile. The largest impact however, is with the help of the Foundation in offering scholarships to our students. The Foundation alone gave out over 110 scholarships totaling over \$112,000. The increase in the numbers of students applying for 20 scholarships this year was outstanding. This is probably the main reason for the increase in the numbers of students receiving scholarships before the foundation the last three years. We will continue to offer this incentive to our students with a few changes to ensure that more students that wouldn't normally apply for scholarships start applying and applying earlier. Without the extra support of the Foundation many of our students would not have been motivated to apply for scholarships and to continue with college planning.

Guidance Activity, Wasatch Alternative High School, 2007-08

Paul Klismith

Abstract

Three, one-hour lessons were taught to alternative school 11th and 12th graders. Objectives included working knowledge of effective communication. Study assessment included written responses to various hypothetical, conflict-loaded, communication scenarios wherein the students, working in pairs, were asked to generate both appropriate and inappropriate responses. Results: 83% of students demonstrated sufficient understanding.

Intended CCGP Student Outcomes:

Students will understand the value of communication and be able to demonstrate knowledge of emotionally effective communication skills.

Target Group:

All 11th and 12th grade students at an alternative high School who attend *Adult Roles and Responsibilities* class. Approximate number: 40.

Skills Taught:

Delivered in 3, 1 hour sessions: 1) The importance of communication in promoting healthy, life-enhancing relationships, 2) the difference between assertive, passive, and aggressive communication, 3) the effective use of “I” messages, and 4) applicable knowledge of the four possible emotional messages (the true meaning received) that can be relayed in any given communication—from Steven Eastmond, LCSW: I’m OK, You’re not OK; I’m not OK, You’re not OK; I’m not OK, You’re OK; or I’m OK, You’re OK.

Results:

Of the 36 students who attended the Communications Lessons and completed the assignment, 83% demonstrated understanding. They were able to generate both appropriate and inappropriate responses to various hypothetical, conflict-loaded communication scenarios.

Implications:

The lessons seemed to be effective--although a 100% proficiency rate is the goal. Given the importance of learning these skills, this unit will be taught again next year, seeking even better results.

Closing the Gap Small Group Data Project, 2007-08

Paul Klismith, Wasatch Alternative High School.

Abstract:

This study's purpose was to assess the impact of individual counseling sessions on attendance and achievement. The target group included 11th and 12 grade alternative high school students who had accrued two or more consecutive unexcused daily absences. The process goal was to have counseling sessions with targeted students as soon as possible upon his/her return to school. The sessions had a two-fold theoretical rationale: 1) Help students identify reasons, and move toward resolution, of their absence problem. 2) Provide personally tailored, school-connected attention and support from a caring adult. Evaluation included a comparison of attendance and credits earned (2nd term) between Project year 2007-08 and non-project year 2006-07 for all students enrolled within first four weeks of the year. The results showed a 27.5% increase in attendance and a 77% increase in credits earned. Other school-wide changes most likely contributed to these increases.

Project Description:

Participants: Thirty-three, mostly 11th and 12th grade alternative high school students enrolled within the first four weeks of the year who accrue two or more consecutive unexcused absences.

Student Outcome: The SIC goal of increased attendance and achievement. Utah CCGP desired student outcomes: self-awareness, goal setting, on-task behavior, student achievement.

Method: The school counselor or district intervention specialist attempted to provide a personal session with each target student as soon as possible upon the student's return. The sessions had a two-fold theoretical rationale: 1) Help students identify reasons, and move toward resolution, of their absence problem. 2) Provide personally tailored, school-connected attention and support from a caring adult.

Dates: Second quarter was chosen as potentially the most valid project period because, 1) the honeymoon (hope and excitement of a new school, or year) would have passed. Often by 2nd quarter old, maladaptive coping methods begin to surface; and 2) because the counselor would have already completed an initial relationship building, getting-to-know session, which should help make the attendance related sessions more effective.

Counselors: Paul Klismith and Intervention Specialist, Jodi Nichter.

Evaluation Method: Attendance and credits earned for 2nd quarter of the Project year were compared with the prior, non-project year, 2006-07—using per pupil averages for *all* students enrolled within four weeks of opening day. Although this group included

students who didn't have attendance problems and didn't receive "attendance" focused counseling, the other comparison methods (retrieving data from prior years specific to students with attendance problems who didn't receive counseling) was considered too time-consuming and not necessarily any more informative. The assumption was that the high attendees for both years would cancel each other out.

Results:

During the Project period attendance increased 27.5% compared to the prior year. Credits earned increased 77%. There were 41 students in the 2006-07, baseline group and 33 in the project year's group.

Discussion:

During the Project year the staff also instituted new procedures that most certainly contributed to the increased attendance and achievement. Changes included: daily calls home for absent students (in prior years, we called only for those students with attendance problems), and weekly progress checks with all students. Also, experience suggests these improvements for next year. 1) Use a better tracking system to insure all targeted student receive a session as soon as possible. 2) Use 3rd term as the project study period, because 3rd is usually the least productive; and, since the intention is to counsel truant students throughout the year, this gives the power of relationship building and familiarity more time to work. It definitely takes longer to "figure" some students out (if ever). 3) Several students had attendance problems but weren't targeted for counseling. They usually attend every day but leave early, thus they weren't marked "absent." They'll be part of next year's study.